
••• The AMERICAN ••• SHORTHAND TEACHER

A Magazine for Teachers of Shorthand
and Other Commercial Subjects

Issued by The Gregg Publishing Company, 631 South Wabash Ave., Chicago, Ill.

BOSTON OFFICE: - - - - - 80 Boylston St., Boston, Mass.

NEW YORK OFFICE: - - - - - 285 Fifth Ave., New York City

SAN FRANCISCO OFFICE: - Phelan Bldg., San Francisco, Calif.

EUROPEAN OFFICE: - - - - - Kern House, 36-38 Kingsway, London, W. C. 2. Eng.

AUSTRALIAN OFFICE: - - Bridge Street, Albion, Brisbane; Phillip C. Baines, Agent

NEW ZEALAND OFFICE: Gregg Shorthand College, Christchurch; J. Wyn Irwin, Agent

Subscription rates: One Dollar, the year. Ten Cents, the copy.

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Vol. III

JULY, 1923

No. 11

Putting the Short in Shorthand

By Edina Campbell

Principal of the Hickox Shorthand School, of Boston

IT HAS been demonstrated to a point beyond question, I think, that in teaching shorthand the longest way round, the most minute and painstaking care in the teaching, is likely to prove the shortest way home. Some one has truthfully said that the girl who learns shorthand in two months usually takes a postgraduate course of two years at her employer's expense.

However, the length of time it takes and the amount of effort intelligently expended or wasted upon this study, depends largely upon the teacher. We must face the music; but we may face it with supreme confidence and courage if, and I repeat that *if*, we are imbued with the consciousness that conditions are new

and different; we must adopt new and original methods and drop forever the dead formalism of the past.

The first question that presents itself in the technical side of teaching shorthand, is the need for **Variety** variety. This need is most acutely felt to-day when boys and girls are subjected to the rapid, delirious excitement of the moving picture, the absurd over-attention to dress, and the wild, free rhythm of jazz music. Well, these conditions are here and we are not going to quarrel with them, but will meet them and, so far as possible, offset them by putting some jazz into our teaching.

To develop attention, which should

be preliminary to the teaching of any subject, it is an excellent idea to introduce psychology. Try the old experiment of telling a story to the class, occupying perhaps half a minute to a minute. Then ask them to give you the gist of what you said—no two will have it alike, and the wide divergence of opinion is very convincing to demonstrate that if they are to receive the impressions that are intended for them, and to which they are entitled—in other words, in order properly to concentrate—they must keep their mental decks cleared for action. You have told them nothing; they have just discovered it for themselves, and right there you touch on one of the most important principles in pedagogy—we do not educate by implanting ideas in the mind of the pupil, but by educating or drawing out.

In the interest of keeping this atmosphere of enthusiasm in the school-room, I believe it is not

Enthusiasm advisable to give the drilling exercises day after day in exactly the same manner. For instance, after the class has taken the material in shorthand and it has been read by a pupil, let the instructor re-dictate the letter beginning at the end and working backward. This may be followed by dictating every second word, reading forward; and to permit the fastest writer to operate without that sense of boredom that comes from waiting for a slower member to "catch up," each pupil is required to write the outline as often as she can until the next word is spoken. The following day the instructor will change her tactics, and ask a pupil to re-read the matter while the rest of the class write it. Two purposes are thus served—the delight of variety, and the advantage of "taking" from another voice.

In learning the tiresome lists of wordsigns, which are an essential factor in every system of shorthand, I have had the best results from having the pupil take the words in groups of three, thus avoiding the automatic action of the mind that results from taking one or two words over and over again. The thing I would try to impress upon the instructor is that she keep her methods, her mind, and so far as possible, the minds of her pupils, just like a running stream, constantly throwing off those elements that tend toward stagnation.

Walking amongst the pupils while they write is an important phase of the teaching. Thus

Personal will the instructor, **Instruction** even in a very large class, get in her individual work; she will ascertain the peculiar tendencies of each pupil and, while insisting on the same technical perfection in the writing of all, she may make the personal appeal to each one in a different manner.

The girl with the developed or potential imitative faculty will be spurred on by your writing

Handling ing a few words for her **Individual** personally; she will naturally copy the correct **Problems** outlines. Her phlegmatic neighbor, lolling sidewise, head on arm, thoroughly bored with the whole business can, perhaps, best be moved by a telling bit of sarcasm, which may be given out to her individually but which would doubtless prove most destructive if administered to the class as a whole. Another fancy she has a handicap peculiar to her only—poor eyesight, left-handedness or something of the sort—and her we may remind that the Creator very often selects those with just such handicaps to do His biggest

work—Edison is totally deaf, Milton was totally blind, Pope a physical weakling, etc. It is also true in the laws governing most of our games: the best golfer is given the biggest handicap, and so on. In other words, let us try to turn each handicap into a stimulus for advancement.

Then there is, perhaps, the most interesting and at once the most bothersome pupil of all, the analytical, questioning mind that fights every inch of the way. This one can only be satisfied with a clear, logical answer. Now the skillful teacher can find a reason for everything in shorthand, and by this gauge you can just about measure the size of your teacher. After all, it is not just teaching machines that are needed—but honest, enthusiastic students of education whose minds are so imbued with the bigness and beauty of the subject that they will run down every exception, every thought that seems to confuse, right to its very lair and find out the reason why. In this connection it is important for the teacher to remember that the more the student's mind is exercised, the less drill will be necessary; in other words, the more reasoning, the less memorizing.

Now those of us who are expert writers, and have been so for a number of years, never heard the

Rhythm word rhythm in connection with our study of shorthand—we just hit upon it. No wonder that we wish to abandon the old-time methods, when we know to-day that the most important element in rapid writing is rhythm. Professor James has aptly said that we are bundles of habits; therefore on the first lesson in shorthand the pupil should be started on writing sentences from dictation, thus beginning at once, constantly under the eye of the

teacher, the habit of rhythmical continuity. She is doing the thing on the first day that you will want her to do on graduation. There should be no transition period between theory and practice—they should go hand in hand.

The pupil should use all of the time in writing, not in jerkily slapping down a word and halting until the next word is spoken. The time will, of course, be changed, depending upon the speed of the dictation, but this need never interfere with a perfect rhythm any more than the change of time in music would interfere with the rhythm. The outlines should be close together and the hand raised the least possible distance from the surface of the paper between words, thus making the whole operation compact.

On the second lesson the sentences may be given over and over again, and behold, after, say, twenty-four hours, we have the pupil writing at sixty to seventy-five words a minute. Of course this speed in itself means nothing, for speed on matter so familiar is no speed, but it has the desired psychological effect of egging the pupil on while writing accurately, rapidly, and rhythmically at once.

In reading, the word should be pronounced phonetically aloud. It will speak itself. By phonetically, I mean that if the outline be *gay*, for instance, ask them to say *gay*, not *g*, etc. It is useless to sit staring at it as a whole or stabbing at it by guess.

It is an excellent plan to write on the board before the class and have them follow in their notebooks. They will instinctively drop into the instructor's method of correct writing. To vary this, have them cease writing while you

Blackboard Work

continue purposely making mistakes, and have them correct you. There is no way to learn a subject like teaching it, and for the time they are teaching you; this also creates a lively interest as to who sees the mistakes first.

Urge the pupils from the beginning to make small notes. The advantage

Demonstrate Advantage of Small Notes

of this can be quickly and interestingly demonstrated by having one set of pupils race another group in the making of two outlines. These outlines should be of about the same shape but one about twice the size of the other. It is very convincing when the group with the small outlines finds that in a given time they have twice as many outlines as the group with the larger outline will average.

Try to impress upon the pupil that she is not in a school but in an office,

Create Office Atmosphere

with all the responsibility incident thereto. If it can possibly be arranged, have the pupils, when they can write, say, 100 words a minute, write letters that are really going out. Insist that they have everything ready when the dictation begins—pointed pencils; open, dated notebooks; etc., and set a time limit when the letters must be mailed. This will sometimes result in a panic, but it is better to burn out all the panic energy in the schoolroom than later when it may mean the loss of a job.

Now, we have discussed various methods for putting the short in shorthand, yet, paradoxical as it may seem, shorthand as such is to my mind the least important part of the teaching of shorthand. Would we think of attempting to make an historian out of a person whose know-

ledge is confined to history and who knows nothing of geography or ethnology, or an army officer by merely teaching the manual of arms, eliminating mathematics?

Training in English Corner- stone to Shorthand Speed

Certainly not. No more should we attempt to make a shorthand writer out of a person who is not in command of a large working vocabulary of the English language. Before she attempts to learn the language *short* we should be sure that she knows it long.

It is a fact that the Yahgan Indians of Tierra-del-Fuego have a working vocabulary of forty thousand words, and it is also a fact, as nearly as it can be estimated, that the average American stenographer, whose profession, mark you, is the writing, transcribing, and manipulating of words, has a vocabulary of between two and three thousand words.

What availeth it if she write the Hindustani language in shorthand, and cannot transcribe it except by the very precarious method of writing literally by sound? This method is particularly unsafe in transcribing the English language where the spelling of words exactly as they are pronounced is the exception rather than the rule, and where words similarly pronounced have entirely different meanings.

In this connection, rather than giving long formidable lists of words to

Select Educative Dictation Matter

memorize, it seems advisable to have selected reading in connection with the shorthand work. It can be worked out to advantage with the period of writing for demonstration on the board. This reading may be selected with the idea of covering

important fields of knowledge, as well as having unusual words. During this period the pupil will have the privilege not only of having explained to her in full the formation of an outline, but the meaning and spelling of a word, or the discussion of the subject matter.

Placards may also be posted in the schoolrooms calling attention to this

Vocabulary vocabulary shortage, one reading, perhaps, like this: "How many times a day do you use the words, *nice, splendid, awful, fierce, elegant?*" In casting about for substitutes they will probably visit the dictionary, and the vocabulary consequently becomes enlarged.

The point constantly to remember, however, is that a knowledge of words and the technical knowledge of shorthand are not separable subjects. The student may learn words without shorthand, but she can never learn shorthand without words. From this standpoint they are essentially the same study.

If a dictated word be unfamiliar to the stenographer, she has to write it out laboriously every stroke, every vowel, missing perhaps several words during the process, and even then, it is fifty-fifty that she gets it wrong; whereas, if the word be familiar to her she may write a small part of it, just enough to give the cue, and her dependable vocabulary will give her the remainder; obviously, then, the wider the general knowledge and greater the vocabulary, the greater will be the technical speed of the shorthand writer.

Of course we have heard all this before; it is a good deal like our Boston weather, about which, as Mark Twain said, everybody talked but nothing was done. Let us turn out not writers

of shorthand, but shorthand writers, and I insist on a sharp distinction between the two. The one involves merely an automatic, machine-like record depending entirely on the dictator, where shorthand writer means the development of an intelligent, useful human agent with the qualities that admit of progress.

While encouraging the pupils to focus all of their concentrative power on the subject in hand, **Shorthand** ask them in imagination **the Key to** to glance down the **Business** vista of years into the **World** future and see to what proportions the seed of shorthand will grow in the business world in; say, three to five years. Teach them that the goal justifies the effort, and that shorthand, with its collateral studies, is perhaps the most logical sesame to that world.

It has been said that God made America the schoolhouse of the world.

A Plea for High Standards Let us then, upon whom a part of that trust has been imposed, for the sake of the business man to whom we are answerable, and particularly for the sake of the young girl whose character and nature is entrusted to us to shape and develop during a most formative period; for her sake, though she will not understand, let us honestly endeavor so to mold public opinion that no school with a standard to maintain, will grant a certificate or diploma to any one who has not reached a standard of excellence in the study of shorthand.

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VOLUME IV of the *American Shorthand Teacher* starts with the September issue. Renew your subscription early to be sure of the first copy.

Twenty-Fifth Anniversary

Inland Empire Teachers' Association

Spokane, Washington, April 2-7, 1923

Report by Frances Effinger-Raymond

SPOKANE annually smiles her welcome when the teachers from Montana, Idaho, Washington, and Oregon come to town. The public is interested in the entertainment of the teachers, in the exhibits of books, equipment, and furniture, even if it may shy at the heavy mental pabulum of the program. And it was *some* program! Specialists in the manifold departments of education filled every hour with talks that were meant to, and did, help the day by day problems of the teachers.

Dr. E. A. Bryan, Idaho's educational commissioner and president of the Inland Empire Teachers' Association, spoke on "Federal Aid to Schools," emphasizing that federal aid should not be construed as federal charity, but as federal cooperation. He stated that "there has been a remarkable recrudescence of the aristocratic conception of education," and called attention to the perennial struggle between the forces of progress and reaction as evidenced by experiences had with recent legislative assemblies.

Mr. J. O. Engleman, representing the National Education Association, took up the problem, "Are Our Schools Costing too Much," and answered it with a positive, "No." He stated, and his audience agreed with him, that it is not a question of whether, as a people, we are really too poor to give our children the best possible training for life, and whether

lower salaries for teachers will tend to drive out the best teachers, or should be sufficient to attract men and women with the personality, the character, the vision, and the intellectual and moral strength which we ought to look for in the teachers of our boys and girls.

Miss Julia Spooner, president of the Portland grade teachers, told her large audience that teaching is not monotonous: "The school teaching profession is the most widely exciting existence possible, for the teacher conducts the three-ring circus and forty side shows in addition to managing the ticket office and training the wild animals."

Dr. E. O. Holland, president of Washington State College, at Pullman, discounted the theory that there might be such a thing as equality of *ability* among men, but said education was working toward equality of *opportunity* for every child.

"Education means more than the ability to read and write," Dr. Holland said. "If it means anything at all, it must mean mental efficiency. Whenever we begin to drive all kinds of folks into our schools, we have new educational needs. They must be fitted for vocations because we are demanding more readjustment to fit changes in our economic and social fabric.

"Time was when they poked fun at the man who talked changes in our educational system. Our citizenship is made up of different blood now,

is made up of thousands and millions from foreign countries whose blood is mingling with that of the American people, and this brings a complex problem. There is the child born long, the child born short, the sluggish child, the child amenable to discipline, and the child that somehow or other does not come under control easily."

"Simpler curricula and a stronger effort to teach people to 'think straight' are needed in the high schools," Dr. Melvin Brannon, Chancellor of the University of Montana, declared, as the principal speaker before the annual meeting of the Northwest Association of Secondary and High Schools. He spoke on "The New Day in Education."

Dr. Brannon deplored the tendency to speed up on everything, causing Americans to become "thing minded" instead of "person minded." He cautioned the educators that there was a danger of developing a neglect for the human element.

Bruce Milliken, Great Falls, Montana, was elected president of the Association; George Hugg, Salem, Oregon, vice-president; Dr. Philip Soulen, University of Idaho, re-elected secretary.

Dr. E. B. Bryan, president of Ohio University, gave a number of addresses on subjects of vital interest to the teachers and general public: "What we need," said the eloquent speaker, "is Christian education not Methodist grammar, Baptist mathematics, or Presbyterian chemistry—but Christian in objective, method and results. The Prussian educational system was based on a wrong theory, that of the supreme value of the state, and as a result the fall of Germany followed.

"The supreme value rests in *socializing* human beings, preparing them

to take their place in the world with a correct idea of their fitness and of how to solve the problems which face them.

"The world's problems end with the solution of human problems, as is shown in the building of the Panama canal, where two engineers failed and the third made a success, because, instead of digging ditches and building dams, he established hospitals and laboratories and solved the health problem of the workers.

"Thus the problem of the solver must be solved before the problem can be solved.

"Teachers are engaged in building solvers of problems, the greatest of all tasks, and I would rather be the builder of four hundred good governors of states than to be the governor of merely one.

"When a human being discovers himself, he has made his greatest discovery."

The Sectional Meetings were naturally of more direct value than the general sessions.

Commerce gave an interesting program under Chairman L. E. Laidlaw, Wallace, Idaho, and Miss Ann Brewington, State Commissioner of Commerce for Idaho. Miss Elizabeth Starbuck Adams gave the introductory address and emphasized the relative value of skill, power, and judgment in typing*. Mr. William F. Oswald, the famous Rational typist, ably assisted Miss Adams by developing her points and applying them in a machine demonstration that aroused the usual enthusiasm he is sure to secure from an audience.

Mr. L. V. Tyler, State Normal, Cheney, Washington; Messrs. Streiter, Oke, Baten, and Misses Vaughn and Shellman, of the Spokane Schools;

*Miss Adams' address has been secured for the next issue of the *American Shorthand Teacher*.

Miss Grace Ball, formerly at the University of Idaho; Miss Murphy of Thompson Falls, Montana; Dr. Maynard of the State College, Pullman, Washington; Miss Williams, of the A. N. Palmer Company; Miss Marsh of Coeur d'Alene, Idaho; Mr. Charles D. Lazenby, Jefferson High, and Mr. Charles T. Walker, Northwestern School of Commerce, Portland, Oregon; President Suzzalo and Dean Miller, University of Washington, Seattle; President Upham, University of Idaho; President Frazier, Idaho Technical Institute, at Pocatello; State Superintendent of Public Instruction Preston and Supervisor of Secondary Schools Twitmeyer; Superintendent Pratt of Spokane; Mr. M. M. Higley, president of Northwestern Business College, Spokane, director of a bank, district manager Rotarians and of many other civic enterprises; Raymond P. Kelley, president of the Spokane Advertising Club, a very prosperous and thoroughly liked Greggite; President Black, Ellensburg, Washington State Normal; Superintendent Wiedman, Bellevue, Washington; Superintendent Nolan and Principal Austin of Dayton, Washington; Superintendent Dienst of Boise, Idaho; Superintendent Jennifer of Lewiston, Idaho; President Elliott and Dean Chessman of the Lewiston, Idaho State Normal; County Superintendents Bean, of Tacoma, Meighen, of Chehalis, Flood of Bonners Ferry; Mr. Middleton of Spokane; Dr. Prosser, ex-vocational director, United States Army, were a few only of the many interesting people who made the hotel Davenport lobby a place of valuable interviews and pleasing courtesies.

Some fifty representatives of the book publishers were in evidence, and we feel justified in saying that

they deserved the advice given his audience by Dr. McMurry, of Columbia, who gives generous praise to the type, the education, the knowledge and the work of the representatives, in this quotation: "Teachers, *know* bookmen, if you wish to keep in touch with the latest educational methods. It is the bookman's business to know the latest—he has to in order to successfully do his work."

The teachers elected Mr. J. M. Hamilton, of Bozeman, Montana, president; Mr. W. G. Hummell, Washington State Vocational Director, vice-president; Mr. J. A. Burke, Spokane, secretary; Mr. L. W. Turnbull, Tillamook, Oregon, treasurer; Superintendent C. D. Brock, Wallace, Idaho, and Mrs. L. O. Anderson, Wenatchee, Washington, members of the executive committee of the Inland Empire Teachers' Association for 1923-24.

Mr. Charles E. Baten, of the Lewis and Clark High, Spokane, was elected the 1923-24 Chairman of the Commercial Section of the Association.

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To Teach at Guam

IT WILL interest you to know of the selection of the following teachers to take charge of the Gregg Shorthand, typewriting, and other commercial classes at Guam. The Governor recently chose these applicants, our San Francisco office reports:

Ester H. Overholtzer, San Francisco
Lillian Jacobsen, Hillsdale, Wyoming
Helen Febele, Hillsdale, Wyoming
Alice V. Wall, Salt Lake City, Utah
Elba Forbes Clowe, Aberdeen, Washington

These teachers left on the Navy transport, May twenty-ninth.

Seventy-fifth Anniversary Finds Spencerian in Fine New Home

THE splendid new group of school buildings built and arranged to provide one of the most efficient and attractive commercial educational institutions in the country has been dedicated by Spencerian School of Commerce, Accounts and Finance, in

nue at 3201, stood the magnificent former home of Dan P. Eels—one in the row of "Millionaire Homes" that made Euclid Avenue famous.

This dwelling, pictured below, just as it stood, was found to be ideal for an administration building.



NEW HOME OF SPENCERIAN SCHOOL, CLEVELAND

Cleveland, Ohio. President E. E. Merville can indeed be proud of having planned and carried through to completion this splendid school home.

Events marking the occasion during the early part of February included dedication exercises; a reception for parents and friends of students; a general public reception and house-warming; a home-coming reception for former students.

Mr. Merville recognized for several years past that the old location at Euclid Avenue and East 18th Street, Cleveland, was inadequate to accommodate growth. He based his quest of a new location on three things: permanency, light, and quiet, yet not to be far away from the business center of the city. Out Euclid Ave-

The administration building houses all the executive offices, libraries, rest rooms, cafeteria and recreation hall. But to meet the needs of expansion a modern school building of brick, concrete, and steel was erected adjoining the administration building and the two connected by a vestibule.

In the rear of the school there is a two-acre stretch of land that will accommodate tennis courts, a baseball diamond, quoit and croquet courts, and a grand stand.

Spencerian is one of Cleveland's pioneer institutions. When it was founded 75 years ago, Cleveland had but 17,000 people. The school has kept pace in its growth with that of the city.

This year marks the seventy-fifth,

or diamond, anniversary of Spencerian. It was established in 1848, under the original name of Folsom Business College. In the process of amalgamation during the course of years Folsom college took over the Hollister, Felton & Townsend Business College, the Cleveland Business College, and the Union Business College. When Platt R. Spencer, author of the Spencerian system of penmanship, became head of the school's penmanship department in the '60's, the school

name came to be known as "Spencerian." Upon his death in 1868, his son, Platt R. Spencer, Jr., took over the work. He is now retired and living in Florida. The school passed into the hands and direction of Mr. Merville in 1902.

Throughout its long period of service Spencerian school has stood for high ideals in business practice, for sound preparation for life in the commercial field and for the upbuilding of the community.



Belfast Gregg Shorthand Association

Report of Inaugural Meeting held February 21, 1923, at

Minor Hall, Y. M. C. A., Wellington Place,
Belfast, Ireland

THE first public meeting of the Belfast Gregg Shorthand Association was remarkable in several respects. A very distinguished company was assembled on the platform, including J. Milne Barbour, Esq., M. A., D. L., M. P., Parliamentary Secretary to the Ministry of Finance, who presided over the meeting; R. S. H. Noble, Esq., M. A.; J. M. Finnegan, Esq., B. A., B.Sc., Secretary of Queen's University, Belfast; Miss L. Jordan, Principal of the local De Bear School, and others.

Another remarkable feature was the demonstrations of shorthand writing given by two pupils of the De Bear School—Miss Janet R. Mateer and Miss Lily Tyrrell—and by Mr. E. W. Crockett, of London.

Lastly, but not least, the seating accommodation of the Minor Hall, Y. M. C. A., Wellington Place, was all taken up, an audience of about 500 people remaining with unabated in-

terest and enthusiasm to the end of quite a long program.

In opening the meeting, the Chairman observed that they were gathered under the auspices of the Gregg

The Need of Stenographic Ability Shorthand Writers' Association, a society which was about to perform a much-needed work in the

city. "I believe," he said, "the Gregg principle of shorthand writing affords what everyone is so keenly searching after nowadays, and that is the easy and direct road to overcoming what usually presents a good deal of difficulty. In this it has a double advantage; not only is the art of Gregg Shorthand writing much more easily acquired in those tedious days of learning the practice, but high speed in shorthand writing is brought within the reach of a much larger number of people."

Shorthand used to be thought, he

went on, a somewhat mysterious and unusual accomplishment, mainly of reporters. That day is now far past; the art is generally used in business, and he looks forward to the time when, instead of being almost purely a commercial accomplishment, it will be thought just as necessary as the ordinary and more laborious longhand writing for the purposes of general education. If children first of all learned stenography, it would enable them to take very much greater advantage of the lectures attended in the ordinary course of their studies. A thorough, liberal education should, of course, accompany the study of shorthand. It is not enough merely to take down and mechanically transcribe shorthand notes; the matter transcribed must be explicit, it must convey the meaning that it was intended to convey, and of course it must be free from grammatical error. Mr. Barbour acknowledged the obligation which "those of us who have to dictate letters" are under to the stenographers who so mercifully corrected any hiatus or grammatical solecism or faulty construction of a sentence, of which dictators are sometimes guilty. Shorthand students should aspire to make good any such defects in the dictation they are called upon to write.

One admirable feature of the Gregg Association is the ideal of establishing such Associations in every city in the world. This will mean that if any student who has learned

the Gregg system in any one town or city has occasion in the course of his business ventures to go away to other cities or other countries, he will always find a circle of friends who would be willing to assist him in

carrying out any object he may have in view. The idea of such a chain of organizations is a most excellent one, and he hopes that in Belfast they will not be behind-hand in supplying a most useful and efficient Association.

Mr. Barbour then introduced the demonstrators, Miss Mateer, Miss Tyrrell, and Mr. Crockett.

Mr. Finnegan said: "I should like to state that no one has seen or known, either directly or indirectly, the pieces which I have selected."

The selections turned out to be of quite extreme and exceptional difficulty, comprising extracts from the most florid passages of Washington Irving, Dickens, Quiller-

Convincing Demonstrations Couch, and articles from the *Spectator*. To illustrate the awkwardness of the matter, its lack of phrasing possibilities, and its constructional peculiarities, which made some of the sentences quite unintelligible until their closing words had been read, the following extract may be quoted from the 160 words-a-minute test:—

If that be true, or less gravely over-stated; if the English Bible holds this unique place in our literature; if it be at once a monument, an example and (best of all) a well of English undefined, no stagnant water, but quick, running, curative, refreshing, vivifying—may we not agree, Gentlemen, to require the weightiest reason why our instructors should continue to hedge in the temple and pipe the fountain off in professional conduits, forbidding it to irrigate freely our ground of study.

As Mr. Crockett pointed out to the audience, shorthand is an instrument designed for *practical* purposes, and in practical work a writer is seldom or never called upon to take down such matter at high speeds. An author dictating such a passage to an amanuensis is composing carefully, choosing his words with deliberation—in fact,

it is impossible to concoct sentences of the kind quoted with any degree of rapidity.

One of the newspaper reporters present, an acknowledged Pitman expert of fifteen years' experience, confessed at the close of the meeting that he had attempted to write the tests, not on a blackboard, but with a pen in his notebook; and on being asked how he got along with them, he replied significantly, "I'd rather not say!" He considered the tests excessively difficult.

On these dictations the De Bear pupils, with less than six months' training, wrote on the blackboard up to 100 words a minute, reading back with great ease and accuracy—a performance quite equal to 120/130 words a minute on straightforward commercial matter. Mr. Crockett took blackboard tests at 120, 140, 160, 180, and 200 words a minute from the dictation of Mr. C. I. Brown. When it is remarked that Mr. Brown himself, because of the heaviness of the matter, experienced the utmost difficulty in *reading* some of the tests at the marked speed, and that Mr. Crockett read back even the 200 words-a-minute test without a single error, and very rapidly, the generous applause which was accorded to the demonstrators will be readily understood. The claims of Gregg writers, that their system could stand the most gruelling tests, were fully upheld, and no doubt of the efficiency of Gregg Shorthand could remain in the minds of those present.

Mr. C. I. Brown, Manager of the British Office of the Gregg Publishing Company, gave a very interesting lecture descriptive of the success already attained by Gregg Shorthand in Amer-

ica, and being rapidly duplicated in England. Commencing with a brief account of Mr. Gregg's early history, he traced the growth of the system from its small beginnings in Liverpool, through its struggles in Boston and Chicago, right up to its proud position in the present day, where it is taught in over 90 per cent of American schools which include shorthand in their curricula. Only a very small proportion of stenographers in the United States now use any system other than Gregg Shorthand, and already there are hundreds in the reporting field who are effectively employing the system for verbatim work. Even the universities and other institutions for higher education are adopting the system in great numbers. The Gregg Publishing Company is recognized as a great educational force, and it has extensive offices in New York, Boston, Chicago and San Francisco, as well as in London.

Mr. Brown then proceeded to give reasons for this extraordinary success. He quoted from a statement by Mr. Clyde Marshall, a writer of "Success" (geometrical, shaded, disjoined vowel) shorthand, who won the World's Championship in 1910—a statement in which Mr. Marshall admitted that Gregg Shorthand had earned its advancement through merit, through its superior simplicity and the better results obtained with it in the schools. Extracts were also given from speeches by Mr. R. T. Nicholson, in repudiation of his "Anglo-American Light Liner" criticism of Gregg Shorthand, and by Mr. Bernard de Bear, testifying to the difficulties and dangers of the old-time systems and to the great advantages gained by the adoption of simpler, more efficient methods.

A very valuable, entertaining and wholly admirable speech was made by Mr. R. S. H.

Old Difficulties Removed

Noble in proposing a vote of thanks to the Chairman. He had had a long and happy experience of Mr. Barbour as a chairman, he said, but it was something unusual to find him presiding over a meeting at which the chief topic was a new method of shorthand writing. He praised the noble work the Chairman was doing. He thought both he and Mr. Barbour would regret that they had not studied in the days when a simple system of shorthand was available. "I followed some of the points made by Mr. Brown," he said, "about the confusion between *similar* and *smaller*, and so on. I remember that those were very frequent difficulties in the old days; and if Mr. Brown will go to the present Prime Minister of England, Mr. Bonar Law, he would find corroboration, because Mr. Bonar Law worked very hard at the Pitman system for some time, and failed at it, as did a great many more."

Speaking especially to the young ladies present, Mr. Noble pointed out that in business they "**Knowing Where to Tap**" would be paid, not for the time or effort expended in doing their work, but for knowing how to do it. "You are paid in life for what you know." He told the story of a man in Yorkshire who was employed as engineer at a country mill. This gentleman was not a total abstainer, by any means. In

fact, he was such a nuisance that eventually the firm discharged him. Then the engine broke down, and no one in the place could make it go again. In despair, the discharged engineer was sent for—"of course, to the local public-house"—and when he tapped the engine once or twice it worked all right. Presently, the firm received a bill for ten guineas, "for tapping the engine." They objected to the charge as excessive, and an amended bill was presented:—

To tapping the engine.....	10s. 0d.
Knowing where to tap.....	£10 0s. 0d.

Mr. Noble assured the young ladies, from long experience in business, that they could become indispensable. "I was very much impressed by the fact that the two young ladies who demonstrated on the blackboard, under those very difficult conditions, much more difficult than writing on paper, and on the very difficult work that Mr. Finnegan selected—probably with malice aforethought!—that they were able to do so well

It is not the quantity
but the quality of know-
ledge which is valuable.
—Samuel Sorbiere.

as they did. I thought it was a marvellous performance."

The vote of thanks was seconded by Mr. Finnegan, and Mr. Barbour replied, saying that he had spent a very instructive and enjoyable evening. "I appreciate," he said, "the brilliant exhibition that Mr. Crockett has given of high-speed writing; and I also think the two young ladies who demonstrated deserve our thanks for showing what can be accomplished in a comparatively short space of time. They acquitted themselves remarkably well."

SCHOOL NEWS AND PERSONAL NOTES

Found in the Editor's Mail

FROM time to time attention is called to the recent trend of development in the curricula of the private commercial school. The announcements bearing on this subject indicate that extension of space almost invariably follows the expansion of courses—an encouraging sign of a steadily growing prosperity.

The latest announcement comes from Mr. O. G. Trook, Trook's Commercial School, 11112 S. Michigan Avenue, Chicago. The school has recently taken on additional space of three thousand square feet to meet its requirements. Faith in the possibilities of commercial training? Mr. Trook answers this with a vigorous affirmative!

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"School Life," the monthly published by the Bureau of Education, Washington, D. C., recently called attention to the fact that the Bureau has been broadcasting educational information from the naval aircraft station near Arlington, Va. Teachers are asked to report to the Bureau how they like the material presented, its form, and whether it is proving beneficial. These messages from NAA are sent on a wave length of 710 meters, Monday and Thursday evenings from 6:45 to seven o'clock. Have you caught any of these lectures?

▲ ▲ ▲

On May 29 Miss Alma R. Smith and Mr. G. W. McReynolds were married. Miss Smith has been teach-

ing in the commercial department of the Senior High School at Brazil, Indiana, for five years, and has the work well organized there. Mr. McReynolds is City Superintendent at Clinton, Indiana, where the couple will make their home. Mrs. McReynolds does not mean to abandon her shorthand entirely, but plans, we understand, to help in organizing the department at Clinton, so that, as she expressed it in her letter, "it won't be long till Clinton will run them (Brazil) a good race."

▲ ▲ ▲

They have a novel way of emphasizing their teaching down at Nashua, New Hampshire, High School, and it serves a double purpose—it keeps an example of good method of procedure constantly before the class, and it serves as an incentive to the less ambitious students to become "demonstrators" too! This is the way they do it. A high platform has been built in the front of the typewriting room, and here the student chosen for the day sits, doing her transcription in full view of the others at work at their machines. We learn also that the teacher often sits on this platform while the beginning students are at work. Keeping an example of good typewriting before the students is most desirable. And on the bulletin board, are the tabulated results obtained in the classes through the use of the Hoke tests. The result of every test is far above the average. The teachers are to be congratulated on the effective work they are doing

REPORTS OF CONVENTIONS

Of Commercial Teachers' Associations

Kentucky

THE fifty-second annual session of the Kentucky Education Association was held at Louisville April 19 to 21. During the busy four days' convention, the commercial teachers had one special department program—Thursday afternoon at 2 p. m., in the Sellback auditorium.

President Lorena Dunmeyer, of Louisville Girls' High School, presided, and the afternoon was given over to four twenty-minute addresses, followed by the business session.

Mr. Rochester Ruggles, head of the commercial department of the Louisville Male High School, opened the program with an interesting and helpful discussion of "The Essentials of Business Success," a paper we have been promised for publication in a later number. Dr. Edward Wiest, head of the Department of Economics and Sociology of the University of Kentucky, spoke on "Commercial Education from a University Standpoint." F. M. Van Antwerp, secretary of the Central Glass Company of Louisville, was assigned the question, "Are our Commercial Schools Meeting the Demands of Modern Business?" and R. H. Lindsay, president of Spencerian Commercial School, Louisville, gave a talk on "Service and Reward."

Doctor Wiest summarized the various subjects ordinarily offered in university commercial courses and the aims in view—first to prepare students for certain positions which presuppose more or less specialized training, and second to give a wide

and basic education for positions whose duties are varied and general in character. He called attention to the positions in business and government work now demanding expert knowledge of accounting and finance, the assistance salesmanship courses give in both actual practice and business management, and the training given in advertising; and, also, the background to business in general resulting from university training in economics, business administration, and accounting. The greater stress placed by the university on theory is, to Dr. Wiest's mind, the fundamental difference between the teaching of commercial subjects in the secondary and higher schools.

"The teaching of commercial subjects," he concluded, "in the university or anywhere else, is not complete unless considerable attention is paid to the social and ethical phases of business. The development of character of the highest order among the students should be a primary aim of us all. After all, I believe that the world must look in large part to the teacher who has the opportunity to inspire his students for a general improvement of moral conditions."

This concluding thought was strongly emphasized by Mr. Lindsay, who stressed the responsibility of the teacher to serve well the students entrusted to his charge. He believes the teacher is not truly serving who imparts mere mechanics of knowledge:

How are we, as commercial teachers, going to render the greatest service to those entrusted to our care? First, by filling the student with enthusiasm for his work; (Continued on page 421)

EDITORIAL COMMENT

On Sundry Topics

Business, Books and Inspiration

PROBABLY a great many educated men and women steeped in the traditions of the classics, reveling in the seventh heaven of imagination and the association of golden thoughts engendered by their contact with literature, have often been brought out of their dreams by coming in contact with the vitality, aggressive newness of point of view, and practicality of the commercial teacher. And they have wondered why the latter are so annoyingly efficient, and why commercial education has grown by such leaps and bounds.

There are several angles to the answers to such questions. In the first place, commerce is full of romance. It is a game. It appeals to the imagination. Take as a simple illustration the production of material things. Think of all the processes in the manufacture of silk from the raising of the silk worms up through all the processes of designing, weaving, dyeing—involving mathematics, science, chemistry, physics, art, engineering, and a host of other factors. Any one of our modern industries carries with it a story as thrilling as anything we read in fiction. It is creative. The architects, engineers, and craftsmen create the "frozen music" of a Woolworth Building; the railway builders connect the east with the golden west—and who can look a time table in the face (except perhaps a suburban) without picturing in his mind's eye a journey to some unknown place,

with all the thrills of new scenes and new experiences; the creators of automobiles take wood, steel, rubber, leather (and sometimes tin) and create a thing that springs into life at the touch of a lever, carrying us where we will; and who can stand at a great wharf, watching the unloading of vessels from foreign parts without conjuring up in the imagination the places whence the cargoes come—cargoes that far out-rival in splendor the loot caches of a Lafitte; turn to any one of our big stores, which are but continuous and ever-changing expositions of the world's products—the splendors of a Field's or of a Tiffany's fairly stagger the imagination.

I confess that I can never think of the word commerce without going back in memory to my study of geography—"dye-stuffs and spices from India"—"rugs from Persia"—"cotton, rice, lumber, from the South Atlantic States"—all fragments of impressions of where and what the world produces, commerce. To those who love the abstract—thinking in the abstract—applying economic laws, mathematics, studying the stream of business, visioning the future, reasoning from cause to effect, weaving natural and unnatural causes into material effects, commerce is intellectually stimulating. Business and commerce run the gamut of human thought, enterprise, action. It is this game that keeps the Thomas Edisons, Theodore Vails, and John Wanamakers young and creative at an age when men a few generations back would be

EDITORIAL COMMENT

On Sundry Topics

“retired,” coddling themselves with mufflers, looking *back* instead of *ahead*.

Business is creative—and therein lies its greatest charm. Teachers of business subjects are alive and dynamic because they are investigators—constantly searching in the business laboratory for thought-energies that find expression through their students as they go out into the greatest and most interesting field of all. They are great readers of books that reflect what is actually going on. This is strikingly shown in the effect of the announcement of a new book prior to publication. We are at once besieged with inquiries—from those who want to know more about it. It is the inspiration of books—which reflect the evolution of business—that gives them vitality and efficiency.

+ + +

And speaking of books—we are doing our share to keep the commercial teacher field up to, or a little in advance of, the procession. Mr. Gregg laid on my desk the other day a book that I knew was going through the manufacturing processes, but which I had not had time to look over. Its title is “The Basic Principles of Shorthand.” My first thought—detached from the book itself—was “when *did* he find time to do it.” But that was only a random thought, without holding power. I got right back into the book itself. And the more I read, the more I marvelled. I thought I knew something about Gregg Shorthand! But in the 237 pages there is more real information, more real inspiration,

and more that gives one authority and background than any book I have read on the subject of our art. Any shorthand teacher, regardless of system, who manages to stagger along without getting the meat out of that book, is laboring under a dreadful handicap. I am not going to review it—it does not deserve a review; it deserves a *reading*, a study, for only in that way can you draw from the great reservoir of inspiration it contains.

+ + +

I recently read another book—in fact I have just finished reading the last proofs of it for heavens knows how many times. It is not very becoming for a writer to praise his own “stuff”—but I feel that this book—which is titled “The New Rational Typewriting” is a rather neat piece of work. In the first place it is built on a different plan and specification from anything that has so far been produced. It starts out with the fundamental idea that the learning of typewriting to become interesting must be made *creative*. There must be an immediate appeal to the student's inherent desire to produce something to which he himself contributes. There is one danger from such a procedure that has been carefully avoided in the new book—failure to appreciate the practical side in the learning processes. Another thing that the new book will effectively do is to prepare the student thoroughly for what he will eventually have to do. Psychology and practical common sense have been applied to the

conception and working out of the problems in the New Rational. The book fairly bristles with new ideas—and it is most encouraging to know that those teachers who have seen the proofs are tremendously enthusiastic. Copies are now available for those who wish to explore new paths in teaching typing technique.

+ + +

If you are interested in the Spanish language you will surely want to see the new "Taquigrafía Gregg"—which is a compact little text of the system as applied to the Spanish language. It is off the press now—ready for distribution. The book was prepared under Mr. Gregg's direction chiefly by Mr. Leslie and Miss Johnson of the New York Office, but they had the advice and assistance of Colonel J. F. Avalos, Director of the Spanish Language Division of the "Escuelas Internacionales de la América Latina" (International Correspondence Schools) and Mr. Leo Alvarado of the Mexican Embassy at Washington. Mr. Alvarado was formerly a shorthand reporter (Gregg) in the Mexican Senate.

+ + +

The latest addition to our list of books comprises three books previously published by the Knox Business Book Company, the sole rights to publish the school edition of these having been secured by the Gregg Publishing Company. They are "Salesmanship and Business Efficiency" by James Samuel Knox; "Personal Efficiency" and "The Science and Art of Selling" by the same author. The works of Mr. Knox are too well-known to our readers to need further comment. Business schools and business departments of high schools may now obtain these books direct from us.

Business correspondence is always a subject that is of constantly increasing interest despite the number of books that have been published dealing with this important phase of modern commercial life. There are a number of excellent books on the market. One of the chief difficulties that teachers meet in handling correspondence instruction effectively is the broader point of view which comes not only from actual experience but in studying the opinions of various practical writers on the subject. For this reason a book that we have just published will be of particular value to teachers. The title is "Business Letter Writing" by Alexander M. Candee, Advertising Manager, National Enameling and Stamping Company, Lecturer, University of Wisconsin. Mr. Candee's book is not primarily a textbook. He treats the subject from the business man's point of view; deals with principles rather than with mechanical forms; it is a book of substance and content that is of value to the teacher.

+ + +

Another book on business correspondence and English now on the press is entitled "Sixty Units in Business English," by Harold S. Brown, A. B.

"Sixty Units in Business English" is not a treatise, nor does it contain any long discussions of the subject. The lessons are more in the nature of an outline for study and development. The short, memo-like instructions make it possible to cover a maximum of work in a minimum amount of time.

For this reason the greater part of the book is devoted to practice in letter writing, with enough of the technique subjects, such as grammar, spelling, punctuation, worked in to insure the proper background.

No attempt has been made to present a thorough treatment of grammatical principles, the informal grammar lessons partaking more of the nature of a review of the fundamentals. On the other hand, the lessons on letter writing

are sufficiently advanced for the average business college or high school student.

The flexibility of the course will appeal to the instructor. It may be completed easily in sixty hours of class work or by using the supplementary exercises, the time for completing the course may be extended to one hundred hours.

* * *

The summer time is a time of recreation. A little mental recreation in the way of examining new books, getting their inspiration, getting new

angles to the treatment of our professional subjects, getting the other fellow's point of view, is time profitably spent, and it is also recreative in the highest sense. People accustomed to using their brains cannot cut away from such employment entirely without suffering a loss. A judicious mixture of the two during the recreation period of summer yields the best results, professionally and otherwise.—R. P. S.

* * *

Teachers' Certificates

THE latest list of candidates to receive Gregg Shorthand Teachers' Certificates follows:

Louise Acker, Geneva, Nebr.
 Edwin James Bishop, Seattle, Wash.
 Elsie M. Bennett, Cedar Falls, Iowa
 Edith F. Berry, Duluth, Minn.
 Louise Bodman, Muscatine, Iowa
 Florence Bowers, Hastings, Nebr.
 Mildred Brebner, Cedar Falls, Iowa
 Ruth Forbes Brown, Duluth, Minn.
 Almeda Calderwood, Fort Wayne, Ind.
 Dora Deane Childress, Norman, Okla.
 Mary Coleman, Alliance, Nebr.
 Helen M. Connell, Cedar Falls, Iowa
 Rosalie M. Connor, Cedar Falls, Iowa
 Ruth DeWitt, Cedar Falls, Iowa
 Serena B. Dillahunty, Nashville, Tenn.
 Sister M. Domitia, O. S. F., Chicago, Ill.
 Violette Donlan, Lincoln, Nebr.
 Novella Dunn, Dallas, Texas
 Mrs. H. D. Ferguson, Dallas, Texas
 Edna V. Gethmann, Cedar Falls, Iowa
 Pearl Gibbons, Hastings, Nebr.
 Evelyn J. Gibson, Lewistown, Montana
 Ethel Grishow, Fort Wayne, Ind.
 Thora K. Hanson, Cedar Falls, Iowa
 Bernadine Mary Hayes, Alliance, Nebr.
 Harriet Hayes, Cedar Falls, Iowa
 Carolyn Hicks, St. Louis, Mo.
 Lucile Higgins, Cedar Falls, Iowa
 Edith Erdine Hilliard, Greenville, Texas
 Leola Hix, Cedar Falls, Iowa
 Linnie L. Huff, Norman, Okla.
 Mabel E. Jensen, Sheridan, Mich.

Louise Marie Hoffman, Cedar Falls, Iowa
 Lulu Johnson, Hastings, Nebr.
 Sister Agnes Josephine, S. S. J., Newark, N. J.
 Grace Kiker, Casper, Wyo.
 Elsie M. Leatherman, Hoytville, Ohio
 Bettie Doris Ledsinger, Nashville, Tenn.
 Rose Katherine Leske, El Reno, Okla.
 Marie Delorah Mayberry, Nashville, Tenn.
 Elizabeth G. McCague, Cedar Falls, Iowa
 Helen Angela Micek, Alliance, Ohio
 Lola Minich, Hobart, Okla.
 Ethel M. Muscavitch, Omro, Wis.
 Zella Nesmith, Norman, Okla.
 Nora Newman, Cedar Falls, Iowa
 Ethel Niswonger, Fort Wayne, Ind.
 Gladys Marie O'Connor, Webster Groves, Mo.
 Margaret Phelan, Alliance, Ohio
 Nancy Agnes Ponders, Mt. Sterling, Ky.
 Effie M. Raymond, Cedar Falls, Iowa
 Leona E. Redus, Norman, Okla.
 Orpha Romp, Cedar Falls, Iowa
 Willa Matronia Rucker, Nashville, Tenn.
 Theresa Siedler, Boulder, Colo.
 Kenneth Ray Skinner, Cedar Falls, Iowa
 Grace I. Sutton, West Newton, Pa.
 Martha Sydness, Cedar Falls, Iowa
 Wretha Teater, Cedar Falls, Iowa
 Cora M. Thompson, Cedar Falls, Iowa
 Vera E. Vaughn, Cedar Falls, Iowa
 Sister M. Baptista Walsh, Burlington, Iowa
 Charlotte W. Wass, Cedar Falls, Iowa
 Frances E. Williams, Norman, Okla.
 Edna Willis, Bridgeport, Nebr.
 Leola Witter, Cedar Falls, Iowa
 Clara Randall Roberts, Albuquerque, New Mexico
 Mrs. Myrtle Kirk-Woodall, Keene, Texas

Interstate Typists' Association Organized

First Meeting at Kansas City, Missouri, May 12, 1923

A NEW organization entered the field this spring—the Interstate High School Typists' Association—the result of enthusiastic campaigning by a group of typewriting teachers in Kansas City who were anxious to extend the scope of the contest work. With Miss Anna E. Farling, of the Department of Commerce of the Junior College, Kansas City, acting as secretary-treasurer, the local typewriter company managers as directors (Mr. Fred M. Echoff, of the L. C. Smith Typewriter Company, Mr. Paul S. Jones, Remington Typewriter Company, and Mr. F. C. Gould, of the Underwood Typewriter Company) and Mr. G. C. Brink, of Argentine High School, chosen as contest organizer, the group circularized the surrounding states and were more than pleased at the response received. A few weeks before the meeting was to be held authorization for the contest was received from Mr. J. N. Kimball, International Contest Manager, and Mr. Tangora was present to act as judge.

The purpose of the organization is to bring into one contest the champions and runners-up in the various state meets, and so well did the idea appeal, that the very first contest, this year, in spite of the short time for organization, brought out typists from Indiana, Minnesota, Oklahoma, and South Dakota, as well as Kansas

and Missouri, fifty-seven contestants in all, Miss Farling writes us, representing eleven different schools.

The contest was a feature of the organization meeting held May 12 at the Kansas City Business College, 1020 McGee Street, Kansas City, Missouri. The meeting effected a permanent organization, and elected as president, Miss Wera G. Nathan, typewriting instructor at Central High School, Kansas City, and as secretary-treasurer, Mr. A. D. Hill, of Hibbing, Minnesota. Miss Edyth M. Breen, Madison, South Dakota; Mr. Hill, Miss Mae Maple, Ponca City, Oklahoma; Miss Holland, Ottawa, Kansas; Miss Lottie M. Carson, St. Joseph; and Miss Mary Grubb, Excelsior Springs, Missouri, are members of the executive committee (one delegate from each state represented in the contest), the chair to appoint delegates from the states not represented this year.

Entries will be limited to three in each class from any one school, and an enrollment fee of \$2.00 for the school will be the assessment. A Novice was defined as a student who has had one year's work, and an Amateur one who has had two years, and two years *only*, of consecutive high school work. Any pupil who has had any of his typewriting work in Junior High School is eliminated from the contests.



WERA NATHAN
President

The meeting place for the 1924 contest has not yet been decided, although Chicago was the choice of several, and Des Moines and Omaha were both considered. As Miss Nathan put it in her report of the meeting, they are going to see who wants to be "bothered with us." Small chance that there will be any lack of invitations for the next meeting of this association which is bound to become an important figure in the typewriting field!

Write Miss Nathan or Mr. Hill, and get your students in line to take part in the 1924 event. As you will see in the report in the *Gregg Writer* this month, the records made this year (81 in the Novice and 83 in the Amateur) set a figure to encourage lively competition! Who won? Argentine High School—making the nineteenth straight victory for Mr. Brink's teams, and a new world's record in the Novice class.

Any high school pupil in the United States is eligible for this "Heart of America" Interstate High School Typewriting Contest. Let's show our appreciation of the move made by our fellow-teachers in Kansas City, and join their ranks with all our state winners this coming season!



Kentucky Convention

(Continued from page 415)

by unfolding the greatest romance in the world—the growth of business from early times to the present day.

Teach him his part as a builder in the world's civilization—a never-ending process; teach him the dignity of labor and the disgrace and unrest of idleness. When you have broken the ground and prepared it for the seeds of knowledge, then encourage him to be practically trained for business.

And as for reward—"the personal

satisfaction of having rendered a life of usefulness in making the world better! It is better to accumulate less and to feel that the world has been made a little better by our having lived in it than to die with millions and have rendered no service to fellow man."

A greater knowledge of the English language and a better training in its use was the first point dwelt on by Mr. Van Antwerp. He then continued:

There is another subject, one which to my knowledge is not included in your course of study and training, which might profitably be introduced into our educational system. Possibly it is not a practicable subject for instruction and training, but if a means of developing and presenting the subject can be devised a great service will be done both your pupils and business. I refer to the training of the imagination. Some may ask, "What part does imagination play in business? Business is a hard-headed matter of facts and figures in which imagination has no part."

But if we were to take imagination out of our business life to-day we would rapidly slip back to the primitive system of barter, seeking only to supply our present desires and needs, without thought of what we might desire or need tomorrow. The world's present marvelous commercial and industrial development has been built up by imagination. Imagination has built railroads into the untouched and undeveloped wilderness; has sailed ships into the remotest corners of the world; has opened mines, cleared the land for agriculture, erected factories and warehouses, and build great cities. All this has been done not to supply the demand of the moment but to supply the needs that the imagination saw would come in the future.

But it is not alone in the larger and broader field of business that the imagination is useful. Imagination is the stuff that tact and foresight are made of. We can do much with it by training and the well-trained imagination will add wonderfully to the equipment of the young people whom you are training for business.

The business meeting elected Mr. Charles Leslie, of the Louisville Y. M. C. A., president for the coming year, and E. E. Black, of the Louisville Boys' High School takes Mr. Leslie's place as secretary.

DICTATION MATERIAL



to Shorthand Plates in
The GREGG WRITER

July Fourth—Our National Anniversary

By A. H. Rice

We celebrate to-day no idle tradition—the deeds of no fabulous race; for we tread in the scarcely obliterated footsteps of an earnest and valiant²⁵ generation of men who dared to stake life, and fortune, and sacred honor, upon a declaration of rights whose promulgation shook tyrants on their thrones,⁵⁰ gave hope to fainting freedom, and reformed the political ethics of the world.

The greatest heroes of former days had sought renown in schemes of⁷⁵ conquest, based on the love of dominion or the thirst for war; and such had been the worship of power in the minds of men¹⁰⁰ that adulation had ever followed in the wake of victory. How daring then the trial of an issue between a handful of oppressed and outlawed¹²⁵ colonists, basing their cause, under God, upon an appeal to the justice of mankind and their own few valiant arms. And how immeasurably great was¹⁵⁰ he, the fearless commander, who, after the fortunes and triumphs of battle were over, scorned the thought of a regal throne for a home in¹⁷⁵ the hearts of his countrymen. Amidst the rejoicings of this day, let us mingle something of gratitude with our joy—something of reverence with our²⁰⁰ gratitude—and something of duty with our reverence.

Let us cultivate personal independence in the spirit of loyalty to the State, and may God grant²²⁵ that we may always be able to maintain the sovereignty of the State in the spirit of integrity of the Union.

Whatever shall be the²⁵⁰ fate of other governments, ours thus sustained, shall stand forever. Nation

after nation may rise and fall, kingdoms and empires crumble into ruin, but²⁷⁵ our own native land, gathering energy and strength from the lapse of time, shall go on and still go on its destined way to greatness³⁰⁰ and renown. And when thrones shall crumble into dust, when scepters and diadems shall be forgotten, till heaven's last thunder shall shake the world³²⁵ below, the flag of the Republic shall still wave on, and its Stars, its Stripes, and its Eagle, shall still float in pride, and strength,³⁵⁰ and glory.

"Whilst the earth bears a plant,
Or the sea rolls a wave." (364)

The Courage of the Commonplace

By Mary Raymond Shipman Andrews

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(Continued from the June issue)

One looks at the smooth faces of boys of twenty and wonders¹⁵⁰ what the sculptor Life is going to make of them. Those who have known his work know what sharp tools are in his kit; they¹⁵⁰ know the tragic possibilities as well as the happy ones of those inevitable strokes; they shrink a bit as they look at the smooth faces¹⁷⁵ of the boys and realize how that clay must be moulded in the workshop—how the strong lines which ought to be there some day¹⁸⁰ must come from the cutting of pain and the grinding of care and the push and weight of responsibility. Yet there is service and love,¹⁸⁵ too, and happiness and the slippery bright blade of success in the kit of Life, the sculptor; so they stand and watch, a bit pitifully¹⁹⁰ but hopefully, as the work begins, and cannot guide the chisel but

a little way, yet would not, if they could, stop it, for the¹⁷⁷⁶ finished job is going to be, they trust, a man, and only the sculptor Life can make such. The boy called Johnny McLean glanced up¹⁷⁰⁰ at the window in Durfee; he met the girl's eyes, and the girl smiled back and made a gay motion with her hand as if¹⁷³⁶ to say, "Keep up your pluck; you'll be taken." And wished she felt sure of it. For, as Mrs. Anderson had said, he had done¹⁷⁶⁰ nothing in particular. His marks were good, he was a fair athlete; good at rowing, good at track work; he had "heeled" the News for¹⁷⁷⁶ a year, but had not made the board. A gift of music, which bubbled without effort, had put him on the Glee Club. Yet that¹⁸⁰⁰ had come to him; it was not a thing he had done; boys are critical of such distinctions. It is said that Skull and Bones¹⁸²⁵ aims at setting its seal above all else on character. This boy had sailed buoyantly from term to term delighted with the honors which came¹⁸⁵⁰ to his friends, friends with the men who carried off honors, with the best and strongest men in his class, yet never quite arriving for¹⁸⁷⁵ himself. As the bright, anxious young face looked up at the window where the women sat, the older one thought she could read the future¹⁹⁰⁰ in it, and she sighed. It was a face which attracted, broad-browed, clear-eyed, an honest, but not a strong face—yet. John McLean¹⁹²⁵ had only made beginnings; he had accomplished nothing. Mrs. Anderson, out of an older experience, sighed, because she had seen just such winning, lovable boys¹⁹⁵⁰ before, and had seen them grow into saddened, unsuccessful men. Yet he was full of possibility; the girl was hoping against hope that Brant and¹⁹⁷⁵ the fourteen other seniors of Skull and Bones would see it so and take him on that promise. She was not pretending to herself that²⁰⁰⁰ anything but Johnny McLean's fate in it was the point of this Tap Day to her. She was very young, only twenty also, but there²⁰²⁵

was a maturity in her to which the boy made an appeal. She felt a strength which others missed; she wanted him to find it;²⁰⁵⁰ she wanted passionately to see him take his place where she felt he belonged, with the men who counted.

The play was in full action.²⁰⁷⁵ Grave and responsible seniors worked swiftly here and there through the tight mass, searching each one his man; every two or three minutes a man²¹⁰⁰ was found and felt that thrilling touch and heard the order, "Go to your room." Each time there was a shout of applause; each time²¹²⁵ the campus rushed in a wave. And still the three hundred stood packed, waiting—thinning a little, but so little. About thirty had been taken²¹⁵⁰ now, and the black senior hats were visibly fewer, but the upturned boy faces seemed exactly the same. Only they grew more anxious minute by²¹⁷⁵ minute; minute by minute they turned more nervously this way and that as the seniors worked through the mass. And as another and another crashed²²⁰⁰ from among them blind and solemn and happy with his guardian senior close after, the ones who were left seemed to drop²²²⁵ into deeper quiet. And now there were only two black hats in the throng; the girl looking down saw John McLean standing stiffly, his gray eyes fixed, his²²⁵⁰ face pale and set; at that moment the two seniors found their men together. It was all over. He had not been taken.

Slowly the²²⁷⁵ two hundred and fifty odd men who had not been good enough dispersed, pluckily laughing and talking together—all of them, it is safe to²³⁰⁰ say, with heavy hearts; for Tap Day counts as much as that at Yale.

John McLean swung across the diagonal of the campus toward Welch²³²⁵ Hall, where he lived. He saw the girl and her chaperon come out of Durfee; and he lingered to meet them. Two days ago he²³⁵⁰ had met the girl here with Brant, and she had stopped and shaken hands. It

stuff in the boy that he applied this caustic and not a salve. His buoyant³⁰⁷⁸ light-heartedness whispered that the fellows made mistakes; that he was only one of many good chaps left; that Dick Harding had a pull and³¹⁰⁰ Jim Stanton an older brother—excuses came. But the boy checked them.

"That's not the point; I didn't make it; I didn't deserve it; I've³²²⁵ been easy on myself; I've got to change; so some day my people won't be ashamed of me—maybe." Slowly, painfully, he fought his way³¹⁶⁰ to a tentative self-respect. He might not ever be anything big, a power as his father was, but he could be a hard worker,³¹⁷⁵ he could make a place. A few days before a famous speaker had given an address on an ethical subject at Yale. A sentence of³²⁰⁰ it came to the boy's struggling mind. "The courage of the commonplace is greater than the courage of the crisis," the orator had said. That³²²⁵ was his chance—"the courage of the commonplace." No fireworks for him, perhaps, ever, but, by Jove, work and will could do a lot, and³²⁶⁰ he could prove himself worthy.

"I'm not through yet, by ginger," he said out loud. "I can do my best anyhow and I'll show it³²⁷⁵ I'm not fit"—the energetic tone trailed off—he was only a boy of twenty—"not fit to be looked at," he finished brokenly.

It³³⁰⁰ came to him in a vague, comforting way that probably the best game a man could play with his life would be to use it³³²⁵ as a tool to do work with; to keep it at its brightest, cleanest, most efficient for the sake of the work. This boy, of³³⁵⁰ no phenomenal sort, had one marked quality—when he had made a decision he acted on it. Tonight through the soreness of a bitter disappointment³³⁷⁵ he put his finger on the highest note of his character and resolved. All unknown to himself it was a crisis.

It was long past³⁴⁰⁰ dinner-time, but

he dashed out now and got food, and when Baby Thomas came in he found his room-mate sleepy, but quite himself;³⁴³⁵ quite steady in his congratulations as well as normal in his abuse for "keeping a decent white man awake to this hour. (3447)

Vocabulary Drills

III

Mr. Jones will *execute* all documents on behalf of the *bankrupt*. He was *thwarted* in his attempts to serve a *warrant* on Richard Roe. We²⁵ are *thankful* that the *annual social gathering* of the *congregation* proved a great success. The *messenger* was charged with the commission of a *misdeemeanor*. It⁵⁰ was *expedient* that he *fulfill* his *obligations* in order to *inherit* the *property*. The *stupidity* of the *degenerates* in that *quarter* is *likewise* *incomprehensible*. His⁷⁵ *specific* changes will *revolutionize* the *automobile production* in *America*. Our *sympathy* went to the *versatile* *subaltern* when he did not *qualify* in the final on¹⁰⁰ *punctuation*. Another *danger* *hitherto* unlooked for, threw the *tranquil universe* into a *revolution*. In his *persevering struggle* for *election*, he showed good *reasoning* and *logic*.¹²⁵ *Civilization* to-day demands *luxury* and *exorbitant prices* prevail. If *universal reciprocation* could be *instituted*, a *cultivation* of *equality* might result. His *ignorance* of the *speed*¹⁵⁰ laws caused an *embarrassing situation*. *Designate* in the *testimonial* the *standing, etc.*, of the *individual*. She received a *variety* of *colored handkerchiefs*. As a *rule*,¹⁷⁵ that is a *dangerous operation*. The *curious hieroglyphics* on the *Egyptian covenant* of many *generations* ago *corroborated* his statement. He is *indefatigable* in his *legislative*²⁰⁰ *practice*. The *bus accommodations* on the *boulevards* of *South Chicago* met with *hearty approval*. The *delegation* received a *cordial reception* by the *members* of the²²⁵ *Democratic County Com-*

mittee and each *delegate* was presented to the Chief *Executive of America*. (239)

IV

Our *salesman* will bring you a *whole-sale catalog* the next time he calls. The *prospectus* issued on this *property* was the cause of much *litigation*.²⁵ Because of a recent *accident*, he was placed at a great *disadvantage* in *promulgating* the *introduction* of his new *laboratory device*. The *morale* of this⁵⁰ *institution* will not be *demoralized* by the adoption of this *indispensable doctrine*. His *vocation* was that of director of *various sports*. The *legislature* composed of⁷⁵ *legislators* with *modern ideas* will *legislate* on *practical legislation* requiring great *legislative ability*. I shall *refuse* to *remunerate* you for the erection of the *horizontal*.¹⁰⁰ bars unless the work is properly done. Is it *really* true that wheat has advanced a *quarter* of a cent? They have an *abundant supply*.¹²⁵ of goods stored in the *warehouse*, which is in the *wholesale district*. Among the *diplomats* was one noted for his *glory*. *Instead* of the customary¹⁵⁰ *fine work*, the paper handed in was *unusual* in its form. (161)

How a Check is Cleared

[The first article of this series appeared in the June issue.]

In the first article of this series was sketched in rough outline the origin of the London Clearing House, prototype of all similar institutions now²⁵ in existence. In a succeeding article it will be shown that the Clearing House Association of any city now performs functions of broader value than⁵⁰ is rendered by the fulfillment of its primary purpose, that of striking a daily balance in cash between various banks after mutual debits and credits⁷⁵ have been cancelled. The present article will deal entirely with the process for which the first Clearing House was founded and which is still the¹⁰⁰ definite reason for its being.

If Bank A has accumulated in a day's business \$100,000.00 in checks

and drafts on Bank B,¹²⁵ and Bank B in turn has paper payable by Bank A amounting to \$90,000.00, the simple way of coming to a balance is¹⁵⁰ for each to present the debits to the other at a common meeting-place and for Bank B in addition to present Bank A with¹⁷⁵ cash for \$10,000.00 to settle the difference. Easy enough. But when there are many banks involved, as, for instance, the eighty-nine regular²⁰⁰ and affiliated members of the Chicago Clearing House Association, the procedure would become exceedingly laborious without a highly developed time-saving method of controlling details.²²⁵ Such a method is in operation every business day of the year in the Clearing House.

The clearing actually begins when a check is presented²⁵⁰ at the receiving teller's window of any bank in the city. All checks so received are properly lettered, then sorted according to the banks on²⁷⁵ which they are drawn. Checks on out-of-town banks are forwarded to the correspondent in those towns for collection by the Clearing House there.³⁰⁰ Local checks are listed and entered on statement sheets. Both checks and the listing are inclosed in a package for presentation at the Clearing House³²⁵ next day.

The statement sheet bears the name of each bank in the Clearing House with the amount of debits opposite each. A credit ticket³⁵⁰ is made out showing the total amount of all items brought in for clearing, and this ticket is given to the manager of the Clearing³⁷⁵ House for entry on his balance sheet. Clearing begins each morning at 10:30 o'clock, except on Saturday, when the start is at 10 o'clock.⁴⁰⁰ These preliminaries are all disposed of before the opening hour.

The desk at which the clearing takes place is in horseshoe shape, with wire partitions⁴²⁵ for each member bank. The "settlement clerks" are seated inside, while the "delivery

clerks" are stationed outside, with their bundles of checks—all ready for⁴⁶⁰ the manager's gong. Clearing does not begin until all the banks are represented, and there is a fine for tardiness.

Promptly on the hour the⁴⁷⁵ bell sounds and the line begins to move. Each clerk hands in to the first space beyond where he is standing the package of checks⁵⁰⁰ payable by that bank, with the total on the statement sheet. The clerk behind the counter enters in his settlement book the amount of the⁵²⁵ checks and the name of the bank presenting them. He furnishes a receipt to the delivery clerk by initialing the latter's statement sheet of checks⁵⁵⁰ presented. Then each delivery clerk moves forward, and the process is continued until each one has stopped at the section of every bank in the⁵⁷⁵ Association and taken a receipt for the checks payable by that bank. The entire operation—involving about \$100,000,000.00 daily is completed in⁶⁰⁰ three minutes. The delivery clerks now return to their banks with the checks received from every other bank.

Meanwhile each bank's settlement clerk has remained⁶²⁵ behind to prove his work. By comparing the totals of checks received from other banks and of checks presented to them, he learns whether his⁶⁵⁰ bank owes the Clearing House or has a balance due from it. He sends his result to the manager's desk. The manager, who has absolute⁶⁷⁵ charge of the clearing operations from beginning to end, now makes the general proof. Fines are imposed for errors by the clerks. When the balance⁷⁰⁰ is struck, the manager reads off the amounts in even thousands of dollars due to and from each member bank. These figures are taken down⁷²⁵ by the settlement clerks for the information of their banks, and the total transactions are given to the newspapers for publication.

Balances due to the⁷⁵⁰ Clearing House must be paid between 11:30

and 12 o'clock, with certified or cashier's check on the Federal Reserve Bank. Credits are paid to⁷⁷⁵ the banks by the Federal Reserve Bank by cashier's checks or by acknowledgment of a deposit to their account based on the Clearing House manager's⁸⁰⁰ report. The entire proceedings are concluded in about forty-five minutes, and the Clearing House is in balance again with each member bank ready for⁸²⁵ the same operation on the following business morning.

Through this process the amount of actual cash employed is reduced to its proportionate place in modern⁸⁵⁰ business. A fair average of Chicago's daily clearings is about \$100,000,000.00. To clear this huge amount only the comparatively small sum of⁸⁷⁵ \$7,000,000.00 cash is required. Time, labor, and cash reserves are saved by this highly systematized method. The check for \$10.00 or⁹⁰⁰ \$100,000.00 grinds through the mill with equal efficiency. The small customer or the small bank receives the same service as the large customer⁹²⁵ or the large bank. All is devised for convenience to the member banks and to the entire business community.

Once business was conducted without checks⁹⁵⁰ and without the Clearing House. Once also, we knew nothing of the telephone. In our day we demand the quickest safe means of doing business. (975)

Technique of Telephoning

(Key to plate for May O. G. A. Test)

From the secretarial point of view the telephone call must be handled similarly to a call at the office. But you do not have the²⁵ advantages of seeing the person addressed and judging him. You must get all your impressions from the information he gives, his voice, manner, etc., so⁴⁰ far as you are able to judge from his conversation. You must be the judge whether you will connect the caller with your employer's telephone.⁷⁵ He may have left word with you that

he is "in conference," or so busy with important matters that he does not wish to be¹⁰⁰ disturbed even by a telephone call. In such cases try to give what information you can, handling the matter as skillfully and tactfully as possible,¹²⁸ and submitting a memorandum of it to your employer later. You may inform the caller that you will ask your employer to call him when¹⁶⁰ he is free.

The secretary will be called upon many times to attend to business matters by telephone. He should see to it that he¹⁷⁸ has complete and definite instructions as to just what is to be done, making a shorthand note of it if it is extended. The secretary³⁰⁰ will also be required many times to call numbers and to get a certain person on the wire. This should be done as expeditiously as³²⁵ possible. Particular attention should be given to transferring the wire to your employer at once, so that the person at the other end of the³⁵⁰ wire will not be kept waiting. Many executives object seriously to being called in this way, and it does not help matters if they are³⁷⁵ kept waiting even for a few moments. Frequently this transfer can be made without a word passing between the secretary and the person making the³⁰⁰ call. As soon as the person asked for responds, the telephone can be transferred to the employer without speaking. (319)

The Fall of the House of Usher

By Edgar Allan Poe

(Concluded from the June issue)

"You must not—you shall not behold this!" said I, shudderingly, to Usher, as I led him with a gentle violence⁵³⁷⁶ from the window to a seat, "These appearances, which bewilder you, are merely electrical phenomena not uncommon—or it may be that they have their⁵⁴⁰⁰ ghastly origin in the rank miasma of the tarn. Let us close this casement; the air is chilling and dangerous to

your frame. Here is⁵⁴²⁵ one of your favorite romances. I will read, and you shall listen;—and so we will pass away this terrible night together."

The antique volume⁵⁴⁵⁰ which I had taken up was the "*Mad Trist*" of Sir Lancelot Canning; but I had called it a favorite of Usher's more in sad⁵⁴⁷⁵ jest than in earnest; for, in truth, there is little in its uncouth and unimaginative prolixity which could have had interest for the lofty and⁵⁵⁰⁰ spiritual ideality of my friend. It was, however, the only book immediately at hand; and I indulged a vague hope that the excitement which now⁵⁵²⁵ agitated the hypochondriac might find relief (for the history of mental disorder is full of similar anomalies) even in the extremeness of the folly which⁵⁵⁵⁰ I should read. Could I have judged, indeed, by the wild overstrained air of vivacity with which he hearkened, or apparently hearkened, to the words⁵⁵⁷⁵ of the tale, I might well have congratulated myself upon the success of my design.

I had arrived at that well-known portion of the⁵⁶⁰⁰ story where Ethelred, the hero of the "*Trist*," having sought in vain for peaceable admission into the dwelling of the hermit, proceeds to make good⁵⁶²⁵ an entrance by force. Here, it will be remembered, the words of the narrative run thus:—

"And Ethelred, who was by nature of a doughty⁵⁶⁵⁰ heart, and who was now mighty withal, on account of the powerfulness of the wine which he had drunken, waited no longer to hold parley⁵⁶⁷⁵ with the hermit, who, in sooth, was of an obstinate and malleful turn, but, feeling the rain upon his shoulders, and fearing the rising of⁵⁷⁰⁰ the tempest, uplifted his mace outright, and with blows made quickly room in the plankings of the door for his gauntleted hand; and now pulling⁵⁷²⁵ therewith sturdily, he so cracked, and ripped, and tore all asunder, that the noise of the dry and hollow-sounding wood alarmed and reverberated throughout⁵⁷⁵⁰ the forest."

At the termination of this sentence

I started, and for a moment paused; for it appeared to me (although I at once concluded⁵⁷⁷⁵ that my excited fancy had deceived me)—it appeared to me that from some very remote portion of the mansion there came, indistinctly, to my⁵⁸⁰⁰ ears, what might have been, in its exact similarity of character, the echo (but a stifled and dull one certainly) of the very cracking and⁵⁸²⁵ ripping sound which Sir Launcelot had so particularly described. It was, beyond doubt, the coincidence alone which had arrested my attention; for, amid the rattling⁵⁸⁵⁰ of the sashes of the case-ments, and the ordinary commingled noises of the still increasing storm, the sound, in itself, had nothing, surely, which should⁵⁸⁷⁵ have interested or disturbed me. I continued the story:—

"But the good champion Ethelred, now entering within the door, was sore enraged and amazed to⁵⁹⁰⁰ perceive no signal of the malicious hermit; but, in the stead thereof, a dragon of a scaly and prodigious demeanor, and of a fiery tongue,⁵⁹²⁵ which sate in guard before a palace of gold, with a floor of silver; and upon the wall there hung a shield of shining brass⁵⁹⁵⁰ with this legend enwritten—

Who entereth herein, a conqueror hath bin;
Who slayeth the dragon, the shield he shall win.

And Ethelred uplifted his mace,⁵⁹⁷⁵ and struck upon the head of the dragon, which fell before him, and gave up his pesty breath, with a shriek so horrid and harsh,⁶⁰⁰⁰ and withal so piercing, that Ethelred had fain to close his ears with his hands against the dreadful noise of it, the like whereof was⁶⁰²⁵ never before heard."

Here again I paused abruptly, and now with a feeling of wild amazement; for there could be no doubt whatever that, in⁶⁰⁵⁰ this instance, I did actually hear (although from what direction it proceeded I found it impossible to say) a low and apparently distant, but harsh,⁶⁰⁷⁵ protracted, and most unusual screaming or grating sound—the exact counterpart of what my fancy had already conjured up for the dragon's unnatural shriek as⁶¹⁰⁰ described by the romancer.

Oppressed, as I certainly was, upon the occurrence of this second and most extraordinary coincidence, by a thousand conflicting sensations, in⁶¹²⁵ which wonder and extreme terror were predominant, I still retained sufficient presence of mind to avoid exciting, by any observation, the sensitive nervousness of my⁶¹⁵⁰ companion. I was by no means certain that he had noticed the sounds in question; although, assuredly, a strange alteration had during the last few⁶¹⁷⁵ minutes taken place in his demeanor. From a position fronting my own, he had gradually brought round his chair, so as to sit with his⁶²⁰⁰ face to the door of the chamber; and thus I could but partially perceive his features, although I saw that his lips trembled as if⁶²²⁵ he were murmuring inaudibly. His head had dropped upon his breast—yet I knew that he was not asleep, from the wide and rigid opening⁶²⁵⁰ of the eye as I caught a glance of it in profile. The motion of his body, too, was at variance with this idea—for⁶²⁷⁵ he rocked from side to side with a gentle yet constant and uniform sway. Having rapidly taken notice of all this, I resumed the narrative⁶³⁰⁰ of Sir Launcelot, which thus proceeded:—

"And now, the champion, having escaped from the terrible fury of the dragon, be-thinking himself of the brazen shield,⁶³²⁵ and of the breaking up of the enchantment which was upon it, removed the carcass from out of the way before him, and approached valourously⁶³⁵⁰ over the silver pavement of the castle to where the shield was upon the wall; which in sooth tarried not for his full coming, but⁶³⁷⁵ fell down at his feet upon the silver floor, with a mighty great and terrible ringing sound."

No sooner had these syllables passed my lips,⁶⁴⁰⁰ than—as if a shield of brass had indeed, at the moment, fallen heavily upon a floor of silver—I became aware of a distinct,⁶⁴²⁵ hollow, metallic and clangorous yet apparently muffled reverberation. Completely unnerved, I leaped to my feet; but the measured

rocking movement of Usher was undisturbed. I¹⁴⁵⁰ rushed to the chair in which he sat. His eyes were bent fixedly before him, and throughout his whole countenance there reigned a stony rigidity.⁶⁴⁷⁵ But as I placed my hand upon his shoulder, there came a strong shudder over his whole person; a sickly smile quivered about his lips;⁶⁵⁰⁰ and I saw that he spoke in a low, hurried, and gibbering murmur, as if unconscious of my presence. Bending closely over him, I at⁶⁵²⁵ length drank in the hideous import of his words.

"Not hear it?—yes, I hear it, and have heard it. Long—long—long—many minutes,⁶⁵⁵⁰ many hours, many days, have I heard it—yet I dared not—oh, pity me, miserable wretch that I am!—I dared not—I dared⁶⁵⁷⁵ not speak! *We have put her living in the tomb!* Said I not that my senses were acute? I now tell you that I heard⁶⁶⁰⁰ her first feeble movements in the hollow coffin. I heard them—many, many days ago—yet I dared not—I dared⁶⁶²⁵ not speak! And now—⁶⁶⁵⁰ to-night—Ethelred—ha! ha!—the breaking of the hermit's door, and the death-cry of the dragon, and the clangor of the shield!—say, rather,⁶⁶⁵⁰ the rending of her coffin, and the grating of the iron hinges of her prison, and her struggles within the coppered archway of the vault!⁶⁶⁷⁵ Oh, whither shall I fly? Will she not be here anon? Is she not hurrying to upbraid me for my haste? Have I not heard⁶⁷⁰⁰ her footstep on the stair? Do I not distinguish that heavy and horrible beating of her heart? Madman!"—here he sprang furiously to his feet,⁶⁷²⁵ and shrieked out his syllables, as if in the effort he were giving up his soul—"Madman! I tell you that she now stands without⁶⁷⁵⁰ the door!"

As if in the superhuman energy of his utterance there had been found the potency of a spell, the huge antique panels to⁶⁷⁷⁵ which the speaker pointed threw slowly back, upon the

instant, their ponderous and ebony jaws. It was the work of the rushing gust—but then⁶⁸⁰⁰ without those doors there *did* stand the lofty and enshrouded figure of the lady Madeline of Usher. There was blood upon her white robes, and⁶⁸²⁵ the evidence of some bitter struggle upon every portion of her emaciated frame. For a moment she remained trembling and reeling to and fro upon⁶⁸⁵⁰ the threshold—then, with a low moaning cry, fell heavily inward upon the person of her brother, and, in her violent and now final death⁶⁸⁷⁵ agonies, bore him to the floor a corpse, and a victim to the terrors he had anticipated.

From that chamber, and from that mansion, I⁶⁹⁰⁰ fled aghast. The storm was still abroad in all its wrath as I found myself crossing the old causeway. Suddenly there shot along the path⁶⁹²⁵ a wild light, and I turned to see whence a gleam so unusual could have issued; for the vast house and its shadows were alone⁶⁹⁵⁰ behind me. The radiance was that of the full, setting, and blood-red moon, which now shone vividly through that once barely discernible fissure, of⁶⁹⁷⁵ which I have before spoken as extending from the roof of the building, in a zigzag direction, to the base. While I gazed, this fissure⁷⁰⁰⁰ rapidly widened—there came a fierce breath of the whirlwind—the entire orb of the satellite burst at once upon my sight—my brain reeled⁷⁰²⁵ as I saw the mighty walls rushing asunder—there was a long tumultuous shouting sound like the voice of a thousand waters—and the deep⁷⁰⁵⁰ and dank tarn at my feet closed sullenly and silently over the fragments of the "House of Usher." (7068)

(The End)

Church vs. The Print Studio

(Continued from the June issue)

Q Now, you³⁰²⁵ state on page 3 of your second bill of complaint that during this time you advanced large

sums of money to the company out of ³⁰⁵⁰ your own savings, is that a fact?

A I don't remember testifying to that.

Q No. You state that in your bill of complaint. Is ³⁰⁷⁵ it a fact that you advanced large sums of money?

A No, that is not a fact.

Q Did you have large sums of money ³¹⁰⁰ saved at that time?

A I don't think that has anything to do with the question.

Q You also state on Page 2 of this ³¹²⁵ bill of complaint that you should share the losses equally?

A Yes, sir.

Q Isn't it a fact that when you came to my office ³¹⁵⁰ one of the points we discussed was the fact that if you had a corporation you would be protected from individual liability and losses if ³¹⁷⁵ the company should go broke? Do you recall that discussion?

A No, I do not.

Q You asked a good many questions at the time? ³²⁰⁰

A Yes, sir.

Q They were all answered, is that right?

A I believe so.

Q Now, you complained about the fact that Fitch and ³²²⁵ Peterson were working overtime and charging one dollar an hour for overtime?

A Yes, sir.

Q What kind of work did they do?

A Why, ³²⁴⁰ making cards, as nearly as I know.

Q Was it work for the benefit of the company?

A Well, to my mind it was for ³²⁷⁵ the benefit of the company.

Q That was in the production end of the business, is that right?

A Yes, sir.

Q Was a dollar ³³⁰⁰ an hour excessive to pay for overtime work for a show card painter?

A It was for a small corporation working on close capital.

Q ³³²⁵ You wouldn't question paying the employees overtime would you?

A You could not expect an employee to work overtime without pay.

Q So that a ³³⁵⁰ dollar an hour was not excessive pay?

A Not for an employee.

Q But you think that the officers should work for less than the ³³⁷⁵ employees?

A I do in that case.

Q You have worked overtime for the company, haven't you?

A I have.

Q What did you get ³⁴⁰⁰ for your time?

A At the end I got a dollar an hour when I worked.

Q What work did you do in your overtime? ³⁴²⁵

A Assembling.

Q Why didn't you do your assembling the first part of the month during the day?

A Because they kept me outside selling ³⁴⁵⁰ the goods. The stuff was not ready. (3457)

Business Letters

Real Estate

(From Gardner's Constructive Dictation, Page 222, Letter 2, and 223, Letter 4)

Mr. L. T. Lyons,
49 Canyon Road,
Berkeley, California.

Dear Sir:

If you could buy an acre within twenty-five minutes' walk of the ²⁵ University, accessible to car line or automobile, for \$1750 or \$2000—\$100 or more cash ⁵⁰ and \$20.00 or less a month, would you do it?

This is a villa site that we are putting on and doing all in ⁷⁵ our power to sell to University people. We have already sold to ten, including Dr. David P. Smith.

If you are interested, call at this ¹⁰⁰ office or ring us up at Berkeley 4280,

and the writer will call and take you out to the property.¹²⁵

Very truly yours, (128)

Mr. K. S. Gross,
Kingston, New York.

Dear Sir:

What would you do in a case like this?

A widow owns a property—to be²⁵ exact, two apartment houses, rented out to families. A person renting one of the flats and paying regularly, suddenly fell behind in his rent. Ten⁵⁰ weeks went by, and no money was forthcoming. The owner did not want to turn the tenant out, for that would mean a certain loss,⁷⁵ neither did she want to risk losing more money. She came to us.

This is what we did.

We not only kept her tenant, but¹⁰⁰ obtained all the money owing, and better than that, kept the good feeling between both individuals.

That kind of management makes the renting of property¹²⁵ profitable, and that is the kind of business we do.

Property renting is a business with us. We have studied it in detail. Our equipment¹⁵⁰ and facilities are perfect. We take the course that will result in greatest profit to each of our clients.

Twenty years in business are sufficient¹⁷⁵ recommendation to justify your giving us a chance to prove out with you.

Yours very truly, (191)

Short Stories in Shorthand

SPEEDY THOUGHT

"How's this? Our affairs are going from bad to worse, and you buy a car!"

"My dear, it's the only way we can escape from²⁵ our creditors." (27)

A LIFE JOB

Caller: "Smith and Banks have employed me to collect the bill you owe them."

Impecunious One: "You are to be congratulated, sir, on obtaining a²⁵ permanent position." (27)

PERSUASION NEEDED

"Do you stand back of every statement you make in your newspaper?" asked the timid little man.

"Why—yes," answered the country editor.

"Then," said²⁵ the little man, holding up a notice of his death, "I wish you would help me collect my life insurance." (45)

GOOD ECONOMY

"Oh, Johnny, I thought you were trying to economize, and here I find you with both jam and butter on your bread."

"Why, of course," mother. One piece of bread does for both." (33)

ACCORDING TO SCHEDULE

Uncle Theodore, who was visiting, wished to talk to Betty's father at the office. Not being able to find the telephone directory, he appealed to²⁵ his little niece for information regarding the number.

"Betty, what does your mother ask for when she talks to Daddy at the office?"

"Money," replied⁵⁰ the child promptly. (53)

DID HE MEAN IT?

Hostess—"What, going already, Professor? And must you take your dear wife with you?"

Professor—"Indeed, madam, I'm sorry to say I must." (23)

AT THE COURT

Judge: "How old are you, Miss?"

Miss: "I have seen four and twenty summers."

Judge: "And how many years were you blind?" (22)

LOGIC

"Say, Bill, I've got an idea on how to make pants last."

"How?"

"Make the coat first!" (17)